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ABSTRACT

This program was designed to prepare research specialists for public and private schools through a combination of credit instruction, non-credit instruction and seminars, and field work in various research situations. Thirteen fellows took part in the program, which covered one academic year and one summer session, and each carried out an independent research project in addition to assisting in the on-going research at the institution in which he was placed. Approximately 32 hours of instruction were provided in the use of computers in order to familiarize the fellows with standard computer programs. In general the program appeared to be successful and reactions to field placements were uniformly positive. The single most valuable aspect of the program was felt to be the chance to interact with experts in non-credit seminars. (MBM)

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Final Report

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Training Program for Preparation of Central Office Research Specialists for Public and Private Schools

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Milwaukee, Wisconsin

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Summary

The program was designed to prepare mid-level research specialists for public and private schools. This was done through a combination of credit instruction, non-credit instruction and seminars, and field work in various research situations.

Credit Instruction

The credit instruction consisted of the following courses taken between June 1969 and August 1970. All fellows were carried for one academic year and a summer session.

Introductory Statistics	3 credits
Intermediate Statistics	3 credits
Techniques of Educational Research	3 credits
Seminar in Research and Statistics	3 credits
Introductory Measurement	3 credits
Current Topics (Evaluation)	3 credits
Field Work	6 credits
Electives	6 credits

The field work consisted of a minimum of one day a week in a school system or research situation. Each fellow was required to carry out an independent research project of their own in addition to assisting in the on-going research activities in their placement. A list of the fellows and their placements were as follows:

Lloyd S. Geil	Milwaukee School Board
Polly R. Goodman	Unified Racine Research Department
Kathleen A. Karr	Glen Park Schools, New Berlin
Helmut Keitel	Hamilton High School
Itzhak Matusiak	Oconomowoc
Larry E. McDowell	Campus Elementary School
John J. Moran	Cudahy Public Schools
Dean W. Pettit	Unified School District No. 1, Racine
Kenneth W. Reichert	Twelfth Street School

Catherine R. Rosenkranz	Impact Teaching Project
Neal H. Schowalter	Milwaukee Public Schools
Barbara L. Sorenson	University Institutional Research
Cecil T. Tatreau	Milwaukee Public Schools

Non-Credit Instruction

Approximately 32 hours of instruction were provided for the fellows in the use of computers. This included both instruction on the use of standard programs and the writing of their own programs. The aim of this instruction was to familiarize the fellows with the use of the computer, particularly with the use of standard programs. In terms of writing their own programs, each fellow was capable of writing a simple Fortran program and of suggesting adjustments in standard programs to fit special data.

Non-Credit Seminars

Ten non-credit, all-day seminars were held for the fellows. The following consultants were involved in the seminars:

Dr. Milton Hillery	Director, Research and Development Racine Public Schools
Dr. Robert Brownlee	Director of Research Milwaukee Public Schools
Dr. Gerald Gleason	Professor, Educational Psychology University of Wisconsin-Milwaukee
Dr. James D. Raths	Director, Bureau of Research University of Maryland
Dr. James B. Macdonald	Professor, Curriculum and Instruction University of Wisconsin-Milwaukee
Dr. William J. Gephart	Director, Research Services Phi Delta Kappa
Dr. William Mehrens	Professor, Educational Psychology Michigan State University
Dr. Daniel Stufflebeam	Director, Educational Evaluation Ohio State University

Dr. Gene Glass	Associate Director, Bureau of Research University of Colorado
Dr. Donald Campbell	Professor, Psychology Northwestern University

Evaluation

In general the program appeared to be quite successful. The majority of the fellows did above average work in their academic subjects. The return responses from the field placements were uniformly positive. The fellows felt that the single most valuable aspect of the program was the chance to interact with "experts" in the non-credit seminars. Closely following this was the tie between the academic instruction and the non-credit computer instruction.

At the writing of this report, six of the fellows had obtained jobs directly related to research, three had positions that involved some research, and the ramaining four had not been placed in research positions.